

Monday 22nd June 2020

Today's Schedule

Daily Reminders:

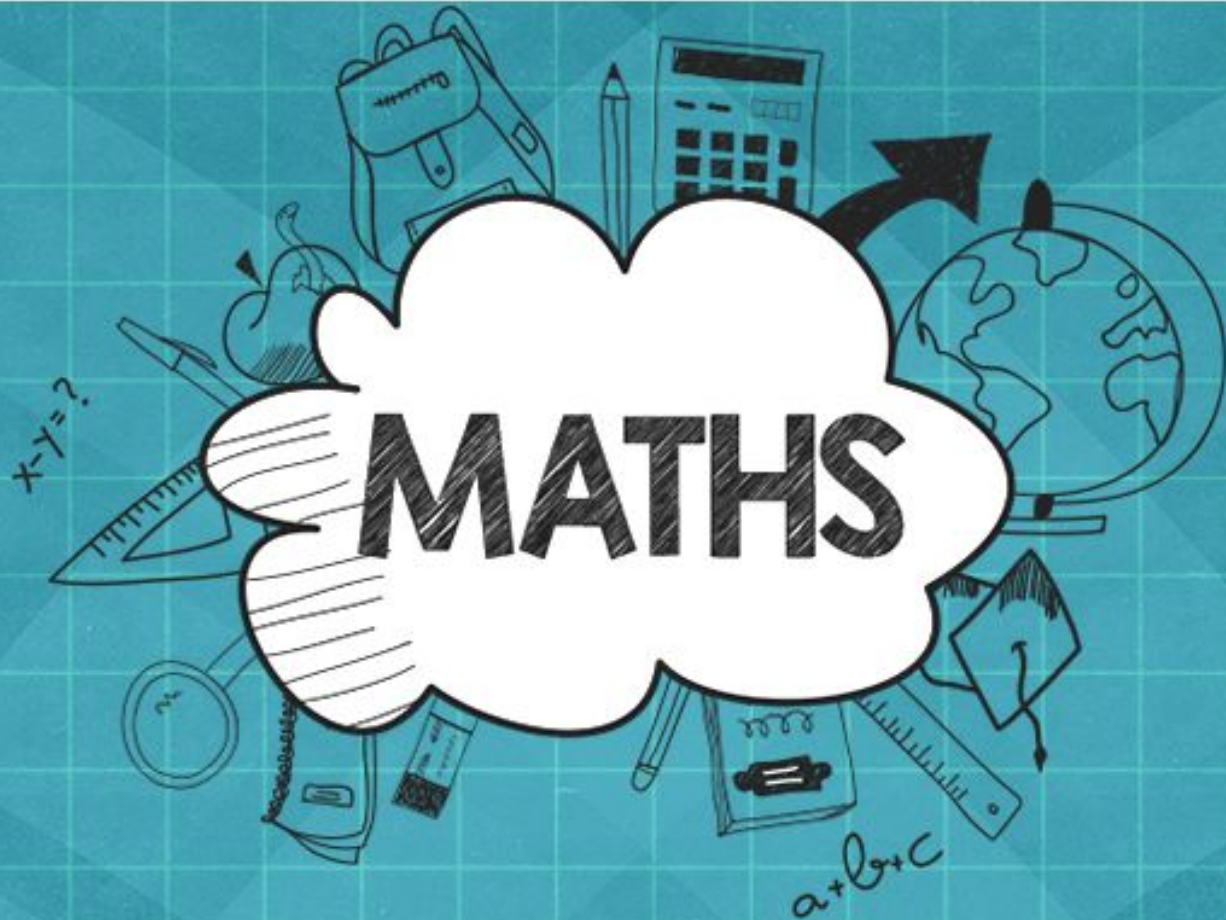
- Check work that has been returned to you for any feedback. If you have been given '100' that means you have completed the task and no more needs to be done. If you have a score less than 100, it means you need to revisit it and improve.
- Please do not 'share' documents with the teachers. Instead, try to use the 'hand it in' tool.
- Just do your best in completing the tasks set. We will not be upset if you are struggling to complete a task or if you cannot work out how to submit it. Please ask your family and friends to help you with this.
- If necessary, send us a private message on the task you are struggling with so we can help you solve it.

TT Rockstars or NumBots

20 minutes

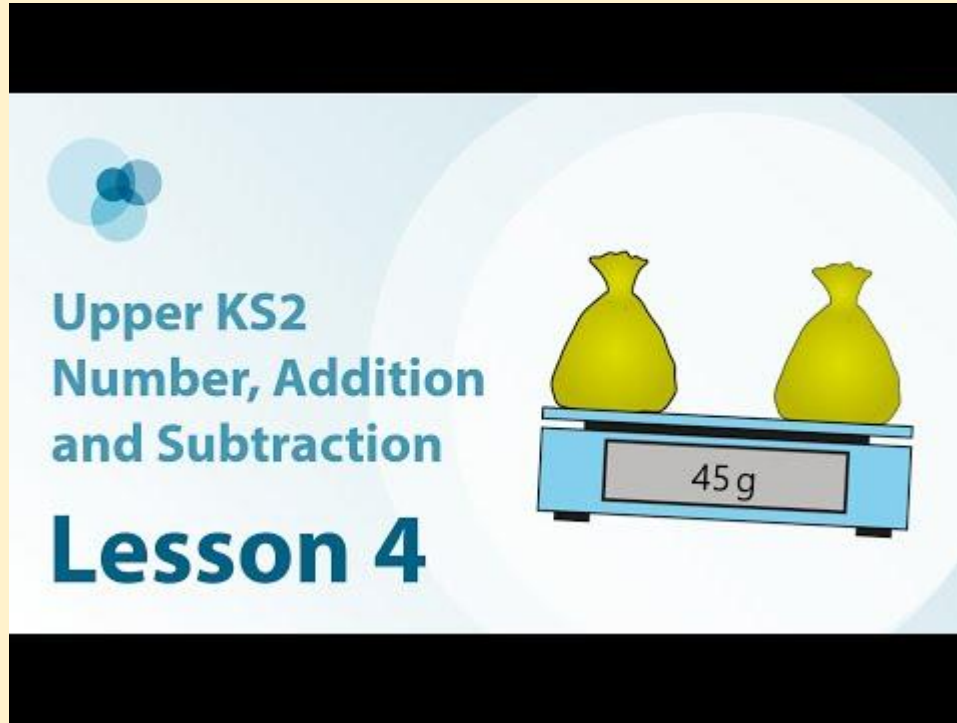
Daily Maths Learning

40 minutes

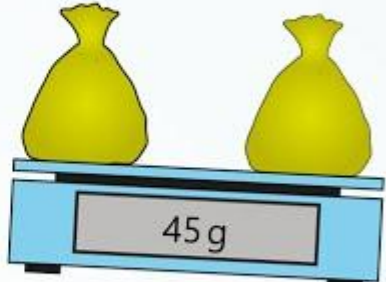


Lesson 4: Extend the 'same sum' rule to balance equations

For this lesson you will need a piece of paper, pencil and a ruler.

A title card for a lesson. It features a blue circular logo with three overlapping circles in the top left. The text is arranged vertically: 'Upper KS2' in blue, 'Number, Addition and Subtraction' in a larger blue font, and 'Lesson 4' in a very large, bold blue font. To the right of the text is an illustration of a blue platform scale with two yellow bags on it. The scale's display shows '45 g'.

Upper KS2
Number, Addition
and Subtraction
Lesson 4

An illustration of a blue platform scale with two yellow bags on it. The scale's display shows '45 g'.

Keep the notes that you make in the lesson today. Tomorrow you will review them before beginning your new learning.

Quiz

Open the quiz on Google Classroom and complete the questions for lesson 4.

Reading

Hilaire Belloc

1870 - 1953

Listen and read along with
Miss Lander

Use the text to identify at least
3 words that you are unsure of
the meaning of.

Decode:

1. State your 3 words
2. Find the definition of each one
3. Write the definition in your own words.

Answer the questions on the
Google Form provided.



Daily English Learning

40 minutes

One Chance

Monday 22nd June 2020

“Be careful what you wish for, you may receive it.” – anonymous

Have you ever thought about what this means?

The underlying moral of the wishing tale is often played out in real life. Every week many people dream of winning the lottery – they make a wish. Someone then wins a huge sum of money. While this might seem like great news, the story often leads to misery and unhappiness. The sudden win changes lives. Friends and family may be lost. The ‘winner ’may lose a sense of purpose as they no longer have to go to work.

This moral message is one that has been used many, many times in stories across the world. It was first thought to have been used in Aesop’s Fables. Aesop was a slave and storyteller believed to have lived in ancient Greece.



Just one wish

If you had just one chance to make a wish, what would you wish for? Brainstorm some ideas. For example, I might wish for a new car, a dog or a yacht. Or to be a world-famous footballer or not to have to go to school!

Now try and think about the positives and negatives of having that wish granted.

Just one wish

For example,

I wish I had a bright red Ferrari. I could drive at immense speed and win many great races.

However, I would be adding to the destruction of the planet, be breaking the speed limit and endangering my life and the lives of others.

I wish I had a small, brown Dachshund. I could take it for long, leisurely walks in the countryside.

However, I would have to leave it alone for hours on end while I was at school.
.....

Now have a go yourself:

I wish I ...

I could

However,

I wish I ...

I could

However,

Now try to be a little more magical. Anything is possible!

For example,

I wish I was in Hogwarts and befriended Hermione. I could learn some magical spells, play Quidditch and soar high on my enchanted broom.

However, I might let them all know what happens in the story and ruin it for everyone.

Now have a go yourself:

I wish I ...

I could

However,

I wish I ...

I could

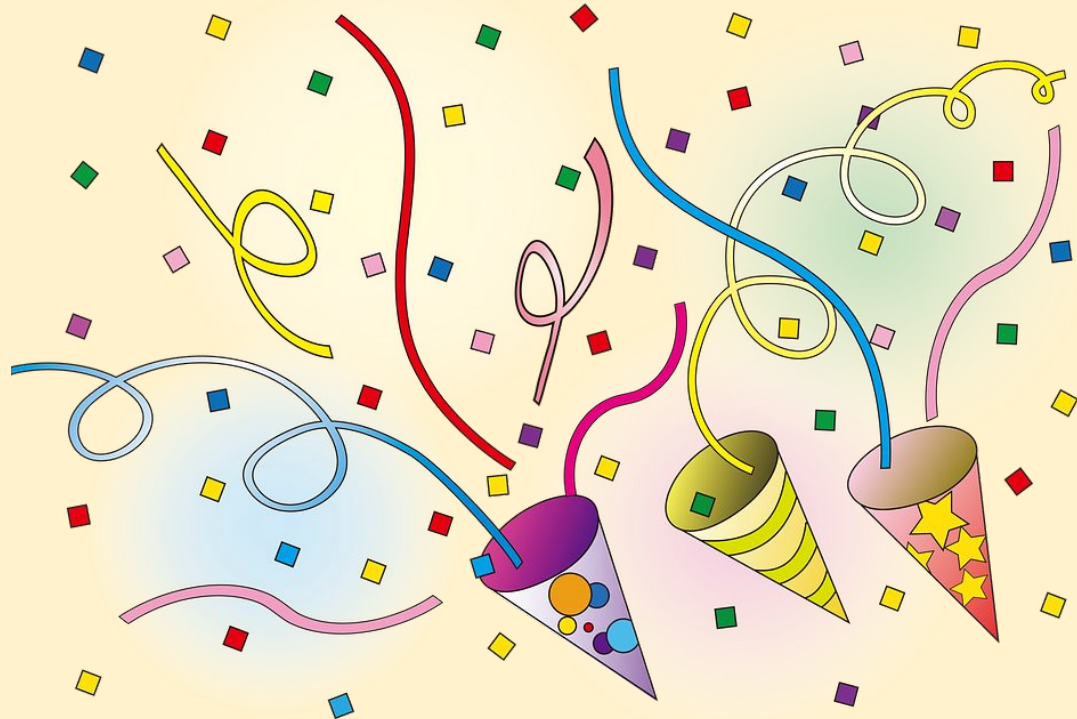
However,

Word of the Week

5 minutes

Round of applause for this week's word:

pelt



What does it sound like?

Think about: syllables, phonemes



What does it rhyme with?

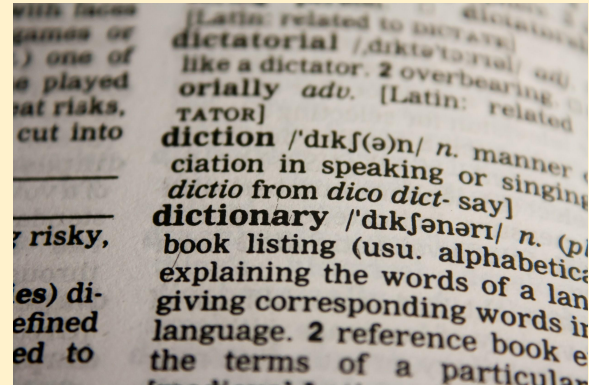
I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.



What does it look like?



What does it mean?



Wider Work - Computing and PSHE

1 hour

Learn how to repeat...

Monday 22nd June 2020

Learn how to repeat...

By completing this activity you will use Scratch to learn how to program your own animation including how to repeat instructions.

[Lost in space - Introduction](#)

Thrive activities useful for parents of children up to 11 years old – week two



Parents and carers can support and acknowledge children's emerging values and morals and individual ways of doing things. Parents can teach children the significance of rules and regulations and support them to develop their negotiation skills. Children enjoy sharing their options and using their skills.

We have put together some daily activities to support social and emotional development at through the arts, play and creativity.

Monday	Watch 'Your Secret Timehouse' for a guided meditation and session.
Tuesday	Write a kind note to your neighbour.
Wednesday	Play a boardgame with the people in your house.
Thursday	Learn a new skill and teach it to everyone in your house – what is your new skill?
Friday	Find your favourite songs and all do karaoke.
Saturday	Lie in the garden and see what shapes you can make with the clouds.
Sunday	Think about some rules you can all have in your house.

Top Tips:

- ✓ Draw up a routine of what you are doing and when.
- ✓ Keep cardboard boxes or clean recycling objects to use for arts later.
- ✓ The emphasis is to be alongside and have fun, even if they do not win the game or things don't quite go to plan.

PSHE - Complete at least 3 of the thrive activities.

Creative Learning Opportunities

1 hour

Choose an activity to complete in this time. Create a journal to keep track of the activities you have done.

Creative Learning Opportunities:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ1NzQ1NzYzMDJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ4NjlzMDQ5MjJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2NTM5NTM2MzRa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NzM3MTQ3OTEwNzNa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NjEzODc1MTUwMDVa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTQyNjQzNzk3MDFa/details>

Create your journal using the slides created here:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NzQzMDgyNTE1ODRa/details>

PE

30 mins to 1 hour

Real PE

The website address is: home.jasmineactive.com

Parent email: parent@whyteleafe-1.com

Password: whyteleafe

Login and access the daily and weekly guidance for PE at home

Fitt In

Website : https://www.fitt-in.co.uk/checkout?rid=m4xDde&cf_3=g95

Username : whyteleafeprimary@fitt-in.co.uk

Password : WPS2020HomeUserA1F

Login and access lots of videos and resources to do PE at home